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ABSTRACT

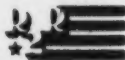
This report provides information on the fifth year of operation (1979) of the National Right to Read Program, a national effort to develop and improve the reading skills of all citizens through the coordinated involvement of every segment of society. The various sections of the report contain (1) a statement of the mission and strategy of the Right to Read Program; (2) a description of its major activities, including the National Impact Development Effort activities and the Inexpensive Book Distribution Program; and (3) a summary of the program's major accomplishments in fiscal year 1979. Extensive appendixes provide descriptions of the organizational structure of the program, including a programmatic flow chart and a chart of programmatic roles and responsibilities; a list of Right to Read projects funded in 1978-79; the names of state Right to Read contact persons; a list of currently available Right to Read materials; a reprint of a journal article concerning the catalog, "Educational Programs that Work"; and a copy of Public Law 93-380 ("National Reading Improvement Program" legislation). (FL)

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Annual Report
The Right to Read
Fiscal Year 1979

OCTOBER 1, 1978 - SEPTEMBER 30, 1979

Prepared by

Gerald W. Elbers
Basic Skills Program

U.S. DEPARTMENT OF EDUCATION
Shirley M. Hufstедler, *Secretary*

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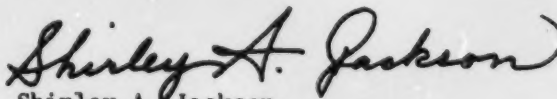
FOREWORD

This is a report on the fifth year of the National Right to Read Program. Beginning with a modest appropriation of \$12,000,000 in FY 1975, Right to Read has grown to \$27,000,000 in FY 1979. Thousands of people have been helped by this program, but in addition, the Right to Read program has been able not only to focus national attention on the reading problems of our young people and on illiteracy, but also to identify resources throughout the country which can be made available to bring about needed reforms.

A variety of programs and reading methods has been supported. Schools and other agencies have been encouraged in important ways to coordinate the resources available to them so that they may address the reading deficiencies shared by one out of every four of our elementary and secondary school students and the illiteracy of three million adults. Right to Read has clearly demonstrated that the problems we face in meeting reading needs cannot be met with single resources and isolated programs but only by coordination of all available resources both within and outside the school. The new Basic Skills legislation has as its major thrust the coordination of program resources in the teaching of reading, oral and written communication, and mathematics, and this has been a direct result of the experience of the Right to Read Program.

This report on FY 1979 includes a statement of the mission and strategy of the Right to Read Program, a description of its major activities, including the National Impact Development Activities, and the Inexpensive Book Distribution Program, and a summary of some of its major accomplishments in FY 1979. Appendixes describe the organizational structure of the program, and list the funded projects and Right to Read coordinators and some of the currently available Right to Read materials.

While this report is directed to the activities of the Right to Read program in 1978-79, it should be noted that the recently enacted Basic Skills legislation (P.L. 95-561) has absorbed and expanded upon the Right to Read Program which is serving as a basis for the development of that very important legislation. Many of the program findings and lessons learned by Right to Read are already being incorporated in the Basic Skills Program.



Shirley A. Jackson
Director
Basic Skills Program

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CHAPTER I

A STATEMENT OF MISSION AND STRATEGY

Right to Read is a national effort for developing and improving the reading skills of all citizens, enabling each to function effectively in our society.

It is both a legislated program and a coordinated national endeavor for promoting the involvement of all segments of society, both public and private, to ensure that in the next decade no American shall be denied a full and productive life because of an inability to read effectively.

In pursuing its goal, Right to Read:

- encourages the established education agencies within a State to exert a coordinated and cooperative effort to solve the literacy problem through the efficient use of the economic and human resources available in the State
- recommends a systematic process for assessing literacy needs and for developing and implementing programs to meet those needs
- provides financial assistance to local educational and nonprofit organizations for instructional programs to meet those needs
- identifies and disseminates pertinent and useful information relative to effective reading techniques, materials, instructional approaches, and organizational designs
- provides technical assistance in planning and implementing instructional and staff development programs
- enlists the involvement and support of the private sector and of governmental agencies for activities which impact on literacy needs.

CHAPTER II

LEGISLATED AUTHORITY, ACTIVITIES, AND BUDGET

PROGRAM OPERATIONS

Within the Right to Read effort, the major programmatic activity is the administration of Title VII, Public Law 93-380, as amended by Public Law 94-194: The National Reading Improvement Act. In Fiscal Year 1979, the Right to Read program received a budget of \$27 million. The program supports five types of programmatic operations:

1. State Leadership and Training Programs--to provide training for local Right to Read administrators and to exert leadership in achieving a solution to the literacy problem of the State through a coordinated and cooperative effort of the educational agencies of the State. The major goal of the SEA component of the Right to Read effort is to establish a structure to enable State and local education agencies to address the organizational, managerial, and instructional practices which inhibit reading success among both children and adults. These projects in each State provide for State needs assessment in reading; coordination of statewide reading program activities; preparation of local reading personnel; and needed technical assistance to LEAs.

In FY'79, 54 grants were awarded to SEAs, representing expenditures of \$6,200,286. As part of their commitment to establish reading as a priority, the grantees disseminated materials and provided services which focused statewide attention on reading problems and potential solutions. The impact of the SEAs has been reflected in a qualitative improvement in the LEA reading programs which have been directly involved in the State leadership and training projects.

2. Reading Improvement Projects--to develop and implement innovative and systematic reading improvement programs for preschool and elementary school children who had demonstrated low performance in reading skills. In FY'79, 118 grants constituting a Federal expenditure of \$8,477,699 were awarded to eligible applicants, most of them LEAs.
3. Reading Academies--to provide appropriate reading instruction for functionally illiterate inschool and out-of-school youth and adults who otherwise do not have access to such instruction.

Academies make use of institutions and community-based groups not ordinarily used as sponsoring agencies to provide reading instruction. Satellite academy centers are established by a centrally funded academy, providing extended service coverage without

duplication of administrative costs. Academies emphasize the use of trained volunteer tutors to work with the mature student, frequently on a one-to-one basis. In FY'79, 70 grants were awarded, constituting a Federal expenditure of \$5,239,016.

4. National Impact Efforts--to develop and disseminate innovative projects, practices, and materials which show promise of significant impact on the reading deficiencies of the Nation. Activities during FY'79 include the development of a handbook for establishing adult literacy projects; the development of a Self-Help Problem-Solving Model for Reading Teachers; and the development of materials to provide inservice training to elementary school principals, elementary and secondary reading teachers, and reading program coordinators and supervisors. Under this authority, 12 separate projects were funded for \$778,930. (Please consult Chapter IV for additional specifics on National Impact Development activities.)
5. Inexpensive Book Distribution Program--provides motivation in reading through the distribution of inexpensive books to students as gifts, or on loan. This section is operated under contract by Reading Is Fundamental, Inc. (RIF). The major activity involves the distribution of low cost books with 50 percent Federal matching for the cost of the books and 50 percent private sector matching. The effort also identifies and promotes successful reading motivational programs. In FY'79, under this authority, over 6,000,000 books were contracted for at a cost of \$4,000,000 to the Federal Government.

PROGRAM SUPPORT

Technical Assistance, materials development, and training workshops are provided for key personnel to insure program quality. These activities have largely been funded through Salary and Expense (S&E) funds. They include:

1. Providing seminars on request for directors of funded projects to assist them in planning, implementing, evaluating, and disseminating Right to Read concepts, materials, and processes.
2. Providing planned, onsite technical assistance in areas of specified need(s).
3. Collecting and/or developing "how-to" support materials related to implementation of the Right to Read strategy.
4. Translating research and promising practices into usable forms and formats for national projects, administrators, classroom teachers, and school support staff.

5. Developing dissemination models/plans/strategies for Right to Read processes and products.
6. Conducting and participating in conference programs on national leadership role.

GRANT AND CONTRACT AWARDS--FY 1979

1. State Leadership & Training Projects (54).....	\$ 6,200,286
New (1)--Trust Territory of the Pacific Islands	
Continuation (53)	
2. Elementary & Pre-Elementary Reading Improve- ment Projects (134).....	\$ 8,477,699
Elementary School Projects (101)	\$6,866,039
Pre-Elementary School Projects (33)	\$1,611,660
3. Reading Academy Projects (70).....	\$ 5,399,016
Grants, Subtotal.....	\$20,077,001
4. Inexpensive Book Distribution Project (1).....	\$ 6,000,000
Contractor: Reading Is Fundamental, Inc.	
5. National Impact Projects (11).....	\$ 796,512
Contracts, Subtotal.....	\$ 6,796,512
TOTAL.....	\$26,873,513

CHAPTER III

MAJOR ACCOMPLISHMENTS

BACKGROUND

The Right to Read Program authorizes grants to State and local education agencies to implement "...in schools having large numbers or a high percentage of children with reading deficiencies...projects involving the use of innovative methods, systems, materials, or programs which show promise of overcoming such deficiencies." These projects include three major approaches: comprehensive reading programs for the whole school; use of a diagnostic-prescriptive approach and individualized instruction; and inservice training of existing staff. In addition to these "Reading Improvement Projects," the program also supports Reading Academies largely designed for out-of-school youth and adults.

Without using the word "demonstration," the law suggests that the Right to Read Program should be focused on testing the effectiveness of these innovative approaches. But that has not always been clearly understood, and as a consequence projects were often designed to provide a service to students and out-of-school youth and adults rather than to demonstrate successful ideas and practices. Consequently, without a clear mandate for demonstrations, funded projects tended to de-emphasize evaluation.

RECENT DATA

Despite this uncertainty of role for the Right to Read Program, which has resulted in less validation than would be desirable, some interesting learner-outcome data have been made available for the 1977-78 school year.

In that year 79 reading academies enrolled 29,181 youths and adults in 34 States and the District of Columbia at a cost of \$4 million. Of these 79 academies, 67 reported administering both pre- and post-tests. The major finding of these tests was that the average gain in reading skills was 2.06 years during the 1-year program. Those entering the 4 to 6 and 7 to 9 grade levels registered the greatest gains--2.25 years.

The academies concentrated largely on those in the 19 to 35-year-old groups, and it is these students who had the lowest reading level (0 to 13). Those in the 16 to 18-year-old age group had the most evenly distributed reading skills, with only 7 percent testing at the lowest reading level, as contrasted to 14 percent for the 19 to 35-year-olds.

Since only those projects designed to serve minority groups were requested to report participant data by ethnic origin, we have such data for only 31 projects. These data show that 35 percent of those enrolled were Black, 35 percent Hispanic, 11 percent Asian, 1 percent Native-American, and 18 percent Other (most of whom were White).

Preliminary data indicate that the projects funded for 1978-79 will show similar results, particularly the 2-year gains in reading skills over a 1-year period. This continues to be a major accomplishment.

LONG TERM DEVELOPMENTS

In addition, there have been two other developments which occurred over the past 5 years and which culminated in FY 1979.

Dissemination of Successful Practices

First, the program has been successful in serving as a catalytic agent, particularly in getting larger programs to adapt practices which have succeeded in the Right to Read Program.

For example, the Adult Basic Education program, authorized by the Adult Education Act and funded at a level of \$100 million, has in this past year adopted the total Reading Academy strategy devised by the Right to Read Program to reach adults with the lowest level reading skills. The recently revised ABE legislation incorporated the entire Right to Read regulation regarding the Academy strategy. This is the purpose of Federal demonstrations--to demonstrate an idea or a strategy and, when validated, to disseminate it to those who are in a position to serve large numbers of students and adults.

Another example is the massive Federal service program for the disadvantaged--Title I of the Elementary and Secondary Education Act. Title I has concentrated considerable resources on the problems of reading, particularly at the elementary school level, and programs being supported under Title I are now using a number of strategies and processes which Right to Read has had success in employing. These include:

- (a) A cooperative needs assessment and program planning process involving school, staff representatives, parents, and community leaders.
- (b) A strong emphasis on directly relating staff development to the instructional improvement methods selected.
- (c) Individualizing skill development through a diagnostic/prescriptive approach.
- (d) The encouragement of multiple methods and approaches based on the best of current research and practice.
- (e) The encouragement of structural, defined, sequence curriculum which is accompanied by a program articulation and pupil progress system that runs throughout the grades.

Maturing State Leadership Programs in Reading

The second major development that has culminated in FY 1979 is the maturing of State leadership programs in reading. All of the States have developed

comprehensive plans and implemented them. These were based on statewide needs assessments conducted one or more times since the program was initiated in FY 1975. They have established Right to Read Advisory Councils, set up criteria for defining functional illiteracy, and have begun working with the schools where the problem has been most concentrated. Reports show that the leadership exercised by the State education agencies has been most effective where their Right to Read Programs have been not only comprehensive in approach but carefully coordinated with other educational efforts.

And it was the successful coordination of these programs which caused the inclusion of coordination in the Basic Skills legislation (P.L. 95-561) as an overall project strategy. The underlying assumption is that none of the four basic skills--reading, mathematics, and oral and written communication--should be taught or learned in isolation.

Overall, then, we find the States in a far stronger leadership position for literacy than before the enactment of the Right to Read Program. That leadership has come in the form of development of statewide plans, in the coordination of resources, and in the development of State and local administrators.

Some interesting measures of these improvements were provided in late 1979 by way of a study of State education agencies conducted by the Association of State Right to Read Directors of America to determine the extent to which States had addressed some of the most important leadership objectives in the Right to Read Program.

In 1972 nine States had become formal affiliates of the National Right to Read Effort. Four years later the last State had joined, the momentum of State membership increasing greatly on inclusion of the State Leadership Program in the Right to Read legislation in 1974.

By 1978, about 39 percent of the school systems, enrolling about 50 percent of the students, were also formal affiliates, and 48 percent of the teachers employed in these school systems were involved with Right to Read--facts which testify to the effectiveness and importance of the State leadership effort.

The extent to which the States have addressed the more important leadership objectives as specified in the Federal regulations of 1974 constitutes another important measurement of progress, as follows:

- All but five States and territories had established standards for the identification of exemplary reading programs.
- In the past 6 years all but two of the States and territories have conducted needs assessments, some of them having done more than one.
- All 50 reporting States were successful in training locally-designated Right to Read Directors, as well as other supervisors, administrators, and classroom teachers.

-- Almost half of the reporting States (23) reported success in establishing criteria for validating the success of projects and applying these criteria to exemplary reading programs.

It is extremely difficult to make an overall assessment of a program of State leadership in reading when the variations among States are so great in commitment, resources, and scale of operation. But it is clear from all the evidence received that a reservoir of literacy expertise has been built into the State educational systems and that effective inservice programs for both administrators and teachers are under way. As a consequence, leadership in reading has been developed and is being exerted far beyond the efforts being made prior to Right to Read.

CHAPTER IV

NATIONAL IMPACT DEVELOPMENT ACTIVITIES

National Impact efforts are authorized by the Congress for the purpose of developing and disseminating innovative projects which show promise of impacting significantly on the reading deficiencies of the Nation. The following paragraphs describe current and recent activities carried out under this authority.

INFORMATION

Newsletter - CEMREL, St. Louis, Missouri

CEMREL has completed its work under contract to produce and disseminate a bimonthly newsletter called "Reporting on Reading." Six issues of eight pages each were published. The response has been so positive that CEMREL is now publishing the newsletter on its own. It reports on recent developments in reading, including research and development activities and those of an exemplary nature taking place in elementary and secondary schools.

Promising Practices of State Leadership Training Programs

International Business Services (IBS), Inc., Washington, D.C., will identify, verify, and disseminate promising practices of State Leadership and Training programs authorized by the Right to Read legislation. The programs were developed by State agencies to service local educational agencies in overcoming reading deficiencies in children, youth, and adults.

Promising Practices of Reading Improvement, Academy and Special Emphasis Programs

IBS will also identify educational projects, products, or practices developed under the National Reading Improvement Program (NRIP) which appear to have the potential to be validated by the Joint Dissemination Review Panel (JDRP). The contractor will also use the findings of this study to project appropriate goals, objectives, and performance validators for basic skills projects.

Bilingual Newsletter

This project is an attempt to offer equitable educational service to target populations. It is similar to the CEMREL Project "Reporting on Reading." However, it is directed to the parents, administrators, teachers, aides, and volunteers working with children and adults who are bilingual, non-English or limited-English speakers.

L. Miranda and Associates, Inc., Bethesda, Md., will develop and issue two reports on the new Basic Skills legislation and on promising Right to Read bilingual projects and activities. They will be disseminated throughout the country. The first issue will deal with individualization of instruction and transferability of skills. The second issue will deal with turning problems of

non-English and limited-English speaking children into assets. The guest feature is entitled The Influence of Teachers Learning Modalities on Bilingual Students. Part of this issue will be devoted to resources, methods, and materials to improve the instruction of bilingual students.

The publication is specifically developed to serve as an educational tool in assisting teachers, administrators, and parents to improve reading instruction for bilingual students. It will also serve as a resource and a reference tool which readily puts the practitioner in touch with nationally known experts in the field of reading for bilingual students and with centers of information and assistance all over the country.

STAFF DEVELOPMENT

Right to Read Elementary Principals Training Programs

The final year of a 3-year contract with META-4, a minority business corporation, to produce a training film for elementary school principals has been completed. Seven 30-minute episodes are accompanied by a text. The film will be loaned to trainers and principals who request it.

Staff Development in Interpersonal Communication Skills

The Baltimore City School System will administer a staff development program focusing on development of more positive interpersonal communication skills. The staff development activities will involve teachers, aides, and parent tutors in the basic skill areas of reading, mathematics, and language arts; they will take the form of staff meetings, interschool visitations, workshops, retreats, writing teams, and seminars. They will take place during school hours, after school, and on nonscheduled school days.

Staff Development Reading Modules

Four Right to Read Staff Development training modules were edited, reproduced, and packaged for dissemination by Dingle Associates. The Staff Development in Reading Series developed by the National Right to Read effort consists of four modules designed to provide trainers and/or directors of reading programs with supplementary resources and support materials for training teachers, volunteers, and tutors. Their content does not depend on or relate to any specific approach for teaching reading. The topics and methodology can be used with virtually any reading program or organizational plan. They are designed so that trainers can integrate the content with ongoing classroom practices. The four training modules are: Developing Readiness for Reading; Vocabulary Development; Administering an Informal Reading Inventory: Elementary; and Administering an Informal Reading Inventory: Secondary and Adult.

Right to Read Management Training Modules

Dingle Associates edited, reproduced, and packaged the Right to Read Management Training Series developed by the National Right to Read effort. They consist of

three modules which address concepts, processes, and skills considered necessary for effective leadership. They are designed to provide supplementary resources and materials for the experienced trainer to use in training activities with project directors, supervisors, and project staff. Their content deals with general leadership principles rather than a specific area of curriculum.

The three training modules are: Change Agency, Group Development, and Supervision.

Two 1-week seminars, one on the reading series and one on management, designed to train trainers to use the materials, were held in Washington, D.C. Seventy-five Right to Read State and local project personnel participated in each seminar.

Upon completion of the training, participants were asked to develop their plans for using the materials in local inservice activities.

INSTRUCTIONAL MATERIALS

Pre-Elementary Program Manual/Handbook

Children First, Inc., Washington, D.C., will collect, analyze, and describe products and practices developed by 37 pre-elementary projects funded in FY 1978. These will be issued in a creative manual/handbook for use by teachers, parents, and administrators of early childhood programs. The products and practices will be validated before they are included in the Handbook.

Tutor Training Handbooks and Filmstrips

Creative Associates, Washington, D.C., will refine, modify, and field test three tutor training manuals and six accompanying film strips and tapes and make their use applicable to and more attractive to a broader audience.

The primary audience for the handbooks and filmstrips/tape presentations is the administrator, who would set up a tutoring component in the primary school.

The modifications would broaden the audience to include the tutoring of participants in the upper grades and adults, and it would take tutoring activities outside the schools to other kinds of organizations as well. It will also provide a limited field study of the use of the materials and provide a plan for getting them into the hands of would be users.

Products expected from this project include camera-ready copies of handbooks and multiple copies of the filmstrip/tape presentations.

CHAPTER V

INEXPENSIVE BOOK DISTRIBUTION PROGRAM

Reading Is Fundamental (RIF) is in its third year of administering the Inexpensive Book Distribution Program, whose purpose is to motivate children to read, and to support and promote the establishment of reading motivation programs, which include the distribution of inexpensive books to children.

These projects are carried out under subcontracts by education agencies and nonprofit groups, which contribute 50 percent of the cost of the books. The Federal government, through RIF, contributes 50 percent.

National RIF is responsible for publicizing the program, stimulating local projects, awarding and monitoring subcontracts, and providing technical assistance. RIF also negotiates agreements with publishers and book suppliers for generous discounts on books for RIF supported projects. RIF has negotiated with 200 publishers and suppliers.

RIF projects select and buy inexpensive books and offer them to youngsters at "book distributions," festive occasions when young people choose and keep books they like. Projects may also buy audio tapes and Braille books for visually handicapped youngsters. The distributions occur frequently in each project; they are held in schools, libraries, parks, and many other sites.

Projects also engage youngsters in ongoing activities that highlight the fun of reading, including dramatic skits, poster and essay contests, and talks on reading by such people as athletes and entertainers.

RIF projects are run largely by volunteer citizens and involve parents, educators, members of service clubs, librarians, community leaders, and others.

In many communities, a public agency such as a school district sponsors the project while PTA's, service groups, and local businesses and industries support it with volunteers, funds, and services.

In 1979 RIF, through its 3,000 local projects, distributed approximately six million books to two million youngsters (preschool through secondary).

RIF projects must:

- Permit young people to select books for personal ownership. The youngsters must choose their books freely, without adult interference.

A year-round project must give each youngster at least five books at three distributions.

A schoolyear project must give at least three books at three distributions.

A summer project must give at least two books at two distributions.

- Provide book-related activities to reinforce the desire to read. Activities should lead up to and follow each distribution and suit the youngsters' interests and the community's resources.
- Provide a wide variety of books at each distribution, including different topics, reading levels, and grade levels.
- Form a book selection committee of at least three people to review book companies' catalogues and choose books to order for distributions. Ideally, the committee should include parents, teachers, librarians, and other interested citizens.
- Notify parents and guardians about the project before the first distribution or other major activity through letters, posters, or other means.
- Involve parents of the youngsters in planning and operating the project.
- Serve all youngsters in the group equally. For instance, if a project decides to serve a single eighth-grade class, it must include all students in that class.

RIF projects may be submitted for funding anytime throughout the year. RIF applications are available through:

Reading Is Fundamental, Inc.
L'Enfant Plaza 2500
Smithsonian Institution
Washington, D.C. 20560
(202) 381-6158

APPENDIXES

- A. Organizational and Operational Structures
 - Headquarters Staffing For Fight to Read
 - National Right to Read Effort Programmatic Flow Chart
 - National Right to Read Effort Programmatic Roles and Responsibilities
- B. Lists of Right to Read Projects Funded in 1978-79
 - Reading Academy Programs
 - Reading Improvement Projects
- C. State Right to Read Contact Persons
- D. Currently Available Right to Read Materials
- E. "The Quest for Reading Programs That Work" (Reprint from Educational Leadership, December 1978)
- F. Title VII Legislation

Appendix A

ORGANIZATIONAL AND OPERATIONAL STRUCTURES

HEADQUARTERS STAFFING FOR RIGHT TO READ

In FY'79 the staffing of the national office included the Director, Shirley A. Jackson, 18 professional staff members, 5 secretaries, and 2 clerk-typists--for a total of 25.

Under the Office of the Director, two branches were operative:

Program Operations Branch

Jack McCarthy, Chief

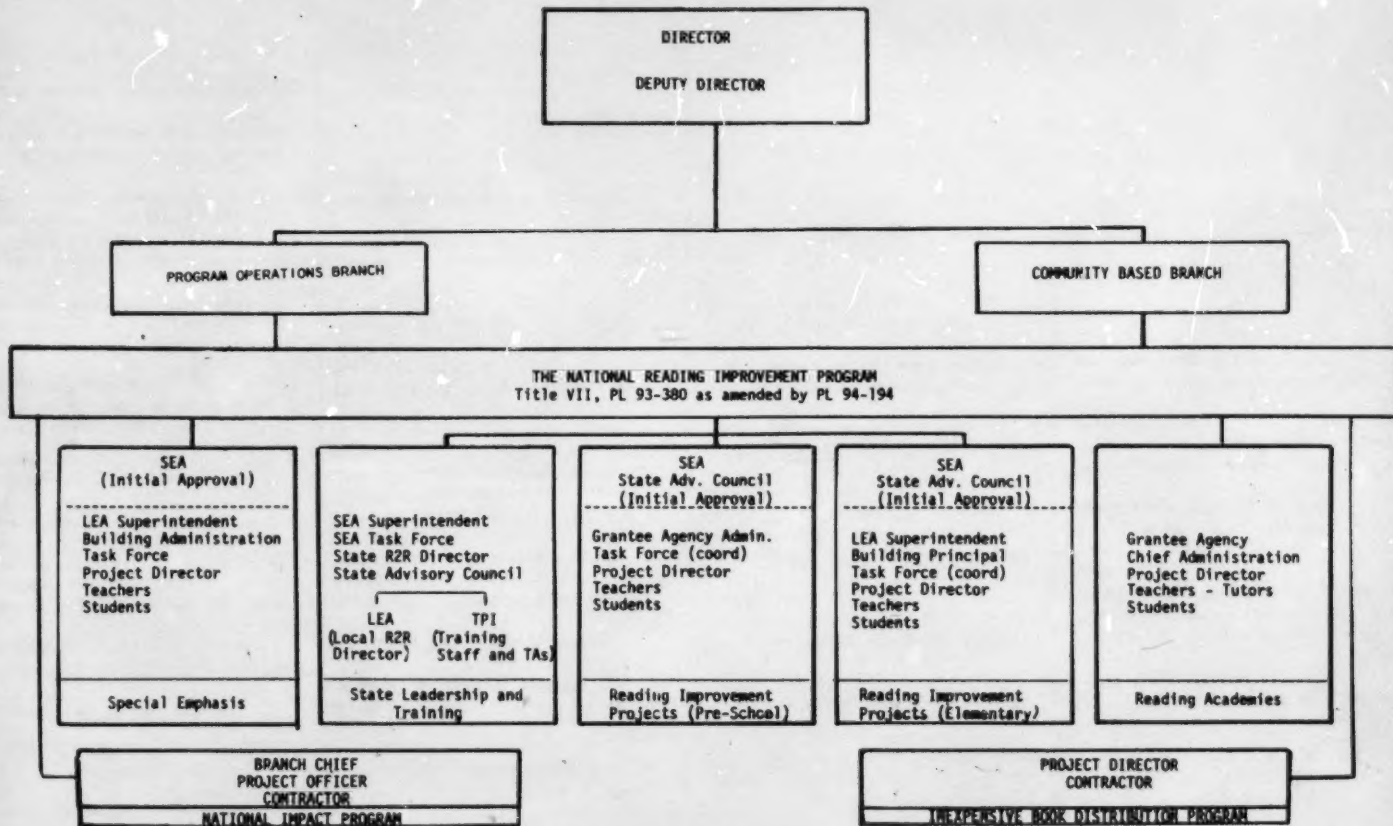
- Reading Improvement Projects
- State Projects
- Assigned National Impact Projects

Community Based Branch

Thomas Hill, Chief

- Academy Projects
- Assigned National Impact Projects

NATIONAL RIGHT TO READ EFFORT PROGRAMMATIC FLOW CHART



CODE: SEA - State Education Agency

LEA - Local Education Agency

TPI - Teacher Preparation Institution

NATIONAL RIGHT TO READ EFFORT PROGRAMMATIC ROLES AND RESPONSIBILITIES

NATIONAL OFFICE	STATE EDUCATION AGENCY (SEA)	LOCAL EDUCATION AGENCY (LEA) & ADULT READING ACADEMIES	INEXPENSIVE BOOK DISTRIBUTION PROGRAM CONTRACTOR
Establishes policy and direction	Establishes task force in SEA to coordinate emphasis on reading	Receives training provided by National Office	Distributes books by gift, loan, or sale at 50 percent of cost
Provides public information regarding the program	Conducts State needs assessment	Identifies appropriate population(s) and instructional objectives based on assessed needs	Provides technical assistance in the process of determining, providing, and administering the non-Federal share of cost
Prepares regulations and protocol materials	Establishes a State Advisory Council for reading which develops the criteria and a plan for reading in the State	Develops instructional program based on assessment, program planning process, and diagnostic/prescriptive approach	Identifies and promotes successful reading motivation programs
Screens, reviews proposals in the grant and contract awards process	Provides leadership to LEAs and Teacher Preparation Institutions (TPIs) in developing cooperative and coordinated approach to meeting literacy needs	Selects specific materials and instructional approaches	Makes arrangements with publishers and book distributors to insure quality books at discount prices
Monitors projects to ensure compliance	Provides for training for LEA Right to Read administrators	Plans staff development program to meet specific needs of staff members	Provides public with information regarding program
Provides seminars on Right to Read Effort on appropriate content in assessed problem areas	Provides for technical assistance to LEAs	Obtains needed assistance from SEA and TPI in staff development	
Provides technical assistance, training, and materials for program improvement and national impact	Provides for dissemination of materials and information	Receives technical assistance for program implementation provided for by SEA	
Disseminates information on promising Right to Read practices and materials thru State and national conferences/seminars/workshops	Provides assistance regarding ongoing evaluation		
Translates research and promising practices into usable forms and formats for national projects, administrators, classroom teachers, and support staff	Approves LEA and Special Emphasis applications for national review and funding		

Appendix B

LISTS OF RIGHT TO READ PROJECTS FUNDED IN 1978-79

READING ACADEMY PROGRAMS

ALABAMA

Ms. Alice S. Paris, Director
Right to Read Reading Academy
Federation of Southern Cooperatives
P.O. Box 95
Epes, Ala. 35460 \$111,137

Mr. Denver R. Anderson, Director
Right to Read Reading Academy
Huntsville City Schools
2627 Hall Ave., N.W.
Huntsville, Ala. 35805 \$76,957

Mr. Bob Walden, Director
Right to Read Reading Academy
Alabama State Department of Education
817 South Court St.
Suite 204
Montgomery, Ala. 36104 \$101,779

ALASKA

Ms. Bonnie Brodie, Director
Right to Read Reading Academy
Literacy Council of Alaska
916 3d Ave.
Fairbanks, Alaska 99701 \$80,333

ARIZONA

Mr. Miguel Ortega, Director
Right to Read Reading Academy
Arizona Department of Education
1535 West Jefferson
Phoenix, Ariz. 85007 \$72,255

Mr. Thomas Visco, Director
Right to Read Reading Academy
Phoenix Union High School System
Adult Basic Education Division
2526 West Osborn Rd.
Phoenix, Ariz. 85017 \$145,000

CALIFORNIA

Ms. Glenda Keil, Director
Right to Read Reading Academy
Behavioral Sciences Institute
969 Pacific Ave.
Monterey, Calif. 93940 \$28,980

Mr. James Fountain, Director
Right to Read Reading Academy
Los Angeles County Supt. of Schools
9300 East Imperial Highway
Downey, Calif. 90242 \$86,723

Ms. Amelia Mendoza, Director
Right to Read Reading Academy
East Los Angeles College Foundation
664 Monterey Pass
Monterey Park, Calif. 91754 \$83,469

Mr. Louis Hughes, Director
Right to Read Reading Academy
Volunteers of America of Los Angeles
333 South Los Angeles
Los Angeles, Calif. 90013 \$96,765

Mr. Dave Crosson, Director
Right to Read Reading Academy
California Youth Authority
4241 Williamsborough Dr.
Suite 227
Sacramento, Calif. 95823 \$95,841

Mr. Peter Oppenheimer, Director
Right to Read Reading Academy
University of San Francisco
School of Education
San Francisco, Calif. 94117 \$92,100

COLORADO

Ms. Reita Hribernick, Director
Right to Read Reading Academy
Colorado Department of Education
2223 West Baker Ave.
Englewood, Colo. 80110 \$32,923

Reading Academy Program Directors, continued

CONNECTICUT

Ms. Julie Stone, Director
Right to Read Reading Academy
Literacy Volunteers of Connecticut, Inc.
55 Elizabeth St.
Hartford, Conn. 06105 \$59,630

DISTRICT OF COLUMBIA

Ms. Inez Wheeler, Director
Right to Read Reading Academy
National Retired Teachers Association
American Association of Retired Persons
P.O. Box 19269
Washington, D.C. 20036 \$86,474

FLORIDA

Mr. John Fuller, Director
Right to Read Reading Academy
School Board of Orange County, Florida
410 Woods Ave.
Orlando, Fla. 32805 \$78,000

Mr. Richard C. Wilson, Director
Right to Read Reading Academy
University of West Florida
Building 50/131 VWF
Pensacola, Fla. 32504 \$66,227

GEORGIA

Ms. Linda B. Holamah, Director
Right to Read Reading Academy
Martin Luther King, Jr., Center for
Social Change
671 Beckwith St., S.W.
Atlanta, Ga. 30314 \$74,394

Mr. Jim Radford, Director
Right to Read Reading Academy
Literacy Action, Inc.
201 Washington St.
Atlanta, Ga. 30303 \$87,544

Mr. Elmer Harper, Director
Right to Read Reading Academy
Hancock County Board of Education
P.O. Box J
Sparta, Ga. 31087 \$75,981

IDAHO

Mr. Gary Hargett, Director
Right to Read Reading Academy
Idaho Migrant Council
415 South 8th St.
Boise, Idaho 83706 \$105,072

Ms. Beth Miller, Director
Right to Read Reading Academy
Boise State University
1910 University Dr.
Boise, Idaho 83725 \$81,998

INDIANA

Ms. JoAnn Vorst, Director
Right to Read Reading Academy
YWCA
604 North 6th
Lafayette, Ind. 47901 \$71,632

ILLINOIS

Mr. Michaeline Mannino, Director
Right to Read Reading Academy
Lake Land College
South Route 45
Matton, Ill. 61938 \$64,247

Mr. Ken Shibata, Director
Right to Read Reading Academy
Waubonsee Community College
Route 47 at Harter Rd.
Sugar Grove, Ill. 60542 \$78,880

IOWA

Mr. George E. Maybanks, Director
Right to Read Reading Academy
Kirkwood Community College
P.O. Box 2068
Cedar Rapids, Iowa 52405 \$69,733

Mr. John T. Holmes, Director
Right to Read Reading Academy
Drake University
College of Education
Des Moines, Iowa 50311 \$55,942

Reading Academy Program Directors, continued

KANSAS

Ms. Joy K. Choens, Director
Right to Read Reading Academy
Butler County Community College
201 South Main St.
El Dorado, Kans. 67042 \$87,494

KENTUCKY

Mr. Edwin Crocker, Director
Right to Read Reading Academy
Metropolitan Community Development
Corporation, Louisville
538 South 26th St.
Louisville, Ky. 40211 \$102,434

Mr. Brynn Ballou, Director
Right to Read Reading Academy
Northern Kentucky State College
1359 Grand Ave.
Newport, Ky. 41071 \$71,748

MASSACHUSETTS

Mr. Alan Clarke, Director
Right to Read Reading Academy
Bridge Fund, Inc.
531 Massachusetts Ave.
Boston, Mass. 20118 \$79,720

Ms. Charmian Sperling, Director
Right to Read Reading Academy
Mount Wachusett Community College
444 Green St.
Gardner, Mass. 01440 \$70,000

Ms. Janice Motta, Director
Right to Read Reading Academy
Bristol Community College
777 Elsbree St.
Fall River, Mass. 02720 \$89,808

Ms. Mary C. Gugino, Director
Right to Read Reading Academy
New England Farmworkers Council
3502 Main St.
Springfield, Mass. 01107 \$88,779

MASSACHUSETTS (continued)

Mr. Joseph V. Jacques, Director
Right to Read Reading Academy
Worcester State College
18 Chicopee St.
Worcester, Mass. 01602 \$76,389

MICHIGAN

Mr. Donald Friedrichs, Director
Right to Read Reading Academy
Livonia Public School District
15125 Farmington Rd.
Livonia, Mich. 48154 \$55,600

Mr. Lester V. Cziok, Director
Right to Read Reading Academy
Minneapolis Public Schools
Windom School, Room 107
5821 Wentworth Ave. South
Minneapolis, Minn. 55419 \$103,030

MISSISSIPPI

Ms. Dianne Danley, Director
Right to Read Reading Academy
Mississippi Action for Community Education
815 Main St.
Greenville, Miss. 38701 \$80,000

MISSOURI

Mr. John E. George, Director
Right to Read Reading Academy
University of Missouri, Kansas City
Room 2125
School of Education
Kansas City, Mo. 64110 \$90,492

NEW JERSEY

Ms. Carrie A. Robinson, Director
Right to Read Reading Academy
Jersey City State College
2039 Kennedy Blvd.
Jersey City, N.J. 07305 \$52,495

Reading Academy Program Directors, continued

NEW JERSEY (continued)

Ms. Iris Vega, Director
Right to Read Reading Academy
Diocese of Paterson
374 Grand St.
Paterson, N.J. 07505 \$65,752

NEW MEXICO

Mr. Lorenzo Gonzales, Director
Right to Read Reading Academy
Northern New Mexico Consortium
for Rural Education
General Delivery
Cuba, N. Mex. 87013 \$64,601

NEW YORK

Ms. Ginger Waters
Right to Read Reading Academy
Bronx Community College
2468 Jerome Ave.
Bronx, N.Y. 10468 \$91,975

Ms. Bonne T. August, Director
Right to Read Reading Academy
New York City Community College
246 Jay St., Room 300
Brooklyn, N.Y. 11201 \$89,077

Ms. Crystal Floyd, Director
Right to Read Reading Academy
Boys Harbor, Inc.
19 East 94 St.
New York City, N.Y. 10028 \$79,060

Mr. Daniel R. Hittleman, Director
Right to Read Reading Academy
Jobs for Youth, Inc.
1831 Second Ave.
New York, N.Y. 10028 \$73,025

Ms. Diane Kangisser, Director
Right to Read Reading Academy
Literacy Volunteers of America, Inc.
160 West 78th St.
New York, N.Y. 10024 \$83,511

NORTH CAROLINA

Mr. Robert A. Locklear, Director
Right to Read Reading Academy
Lumbee Regional Development Association
P.O. Box 68
Pembroke, N.C. 28372 \$65,865

OHIO

Mr. Burton Cantrell, Director
Right to Read Reading Academy
Ohio State University Research Foundation
1100 North High St.
Columbus, Ohio 43201 \$85,312

Mr. William M. Gordon, Director
Right to Read Reading Academy
Miami University
205 McGuffey Hall
Oxford, Ohio 45056 \$70,956

Mr. Flute Rice, Director
Right to Read Reading Academy
Toledo Public Schools
Manhattan and Elm St.
Toledo, Ohio 43608 \$55,640

Mr. Charles L. Means, Director
Right to Read Reading Academy
Bowling Green State University
Office of Academic Services
219 Administration Bldg.
Bowling Green, Ohio 43403 \$68,891

PENNSYLVANIA

Ms. Margaret Saviero, Director
Right to Read Reading Academy
Community College of Allegheny County
4701 Baptist Rd.
Pittsburgh, Pa. 15227 \$85,000

SOUTH CAROLINA

Ms. Anita Beaty, Director
Right to Read Reading Academy
Waccamaw Economic Opportunity Council
Box 671, 201 Beaty St.
Conway, S.C. 29526 \$77,156

Reading Academy Program Directors, continued

SOUTH DAKOTA

Ms. Paula Hanrahan, Director
Right to Read Reading Academy
Oglala Sioux Community College
Box 439
Pine Ridge, S.Dak. 57770 \$77,839

TENNESSEE

Ms. Marian Maroney, Director
Right to Read Reading Academy
University of Tennessee
12 Henson Hall
Knoxville, Tenn. 37916 \$10,962

TEXAS

Mr. Humberto Tijerina, Director
Right to Read Reading Academy
Corpus Christi Independent School District
3902 Morgan
Corpus Christi, Tex. 78403 \$60,085

Ms. Nellie D. Wiggins, Director
Right to Read Reading Academy
Bishop College
3837 Simpson-Stuart Rd.
Dallas, Tex. 75241 \$62,901

Mr. John Redd, Director
Right to Read Reading Academy
Dallas Independent School District
3400 Garden Lane
C/O Pearl C. Anderson School
Dallas, Tex. 75215 \$66,000

Mr. Kay Allen, Director
Right to Read Reading Academy
Houston Community College System
4310 Dunlavy, Room 117
Houston, Tex. 77006 \$74,856

Ms. Evey Chapa, Director
Right to Read Reading Academy
Texas A and I University
Rhode Hall, Campus Box 196
Kingsville, Tex. 78363 \$78,000

Mr. Robert K. Willis, Director
Right to Read Reading Academy
McLennan Community College
1400 College Dr.
Waco, Tex. 76708 \$68,514

VIRGINIA

Mr. William P. Young, Director
Right to Read Reading Academy
Arlington School Board
2700 South Lang St.
Arlington, Va. 22206 \$80,000

Mr. H. L. Graham, Director
Right to Read Reading Academy
Madison College
Harrisonburg, Va. 22801 \$66,388

WASHINGTON

Mr. Walter Toop, Director
Right to Read Reading Academy
Yakima Valley College
16th and Nob Hill
Yakima, Wash. 98902 \$77,614

WISCONSIN

Mr. John Pawasarat, Director
Right to Read Reading Academy
Community Relations
Social Development Commission
2800 West Center
Milwaukee, Wis. 53210 \$71,004

WYOMING

Ms. Jan Polhamus, Director
Right to Read Reading Academy
Rock Springs Consortium
324 B St.
Rock Springs, Wyo. 82901 \$40,078

Appendix B

LISTS OF RIGHT TO READ PROJECTS FUNDED IN 1978-79

READING IMPROVEMENT PROJECTS

ALABAMA

Elden Johnson
Alabama State Department of Education
State Right to Read Office
111 Coliseum Blvd.
Montgomery, Ala. 36130 \$90,900

Dr. Ted C. Spears
Division of Instruction
Alabama State Department of Education
111 Coliseum Blvd.
Montgomery, Ala. 36130 \$125,007

ALASKA

Darby Anderson
Alaska Department of Education
Program Development and Dissemination
Pouch F
Juneau, Alaska 99811 \$71,250

Lola J. Reed
Anchorage School District
4600 De Barr Rd.
Anchorage, Alaska 99504 \$45,194

S. Hanson
Nome Public Schools
Nome Elementary-Jr. High School
Box 131
Nome, Alaska 99762 \$43,555

ARIZONA

William Hooks
Arizona Department of Education
Right to Read
1535 West Jefferson St.
Phoenix, Ariz. 85007 \$90,900

Reta Bardrick
Phoenix Union High School
2526 West Osborn Rd.
Phoenix, Ariz. 85017 \$145,000

ARKANSAS

Shirley Hooks
Clarendon School District
P.O. Box #428
Clarendon, Ariz. 72029 \$90,067

Judy Benjamin-Screeton
Arkansas Department of Education
Right to Read
Capitol Mall-Arch Ford Education Bldg.
Little Rock, Ark. 72201 \$84,500

Betty Pagan
Little Rock School District
Markham and Izard
Little Rock, Ark. 72201 \$25,000

Vera Wingfield
Magazine Elementary School
Box 38
Magazine, Ark. 72943 \$86,180

Kent Butler
Russellville School District
P.O. Box 928
Russellville, Ark. 72801 \$125,000

Mary Lile
Texarkana Arkansas School Dist. #7
1500 Jefferson Ave.
Texarkana, Ark. 75502 \$122,127

CALIFORNIA

Fred Tillman
State Right to Read
California State Dept. of Education
721 Capitol Mall
Sacramento, Calif. 95814 \$284,260

Gene England
Behavioral Sciences Institute
969 Pacific St.
Monterey, Calif. 93940 \$28,980

Herbert E. Thompson
Corona-Norco Unified School District
300 Buena Vista St.
Corona, Calif. 91720 \$18,161

Reading Improvement Project Directors, continued

CALIFORNIA (continued)

Robert Lee Brock
Cosmopolitan Brotherhood Association
1212 South Bristol
Santa Anna, Calif. 92702 \$20,100

Jo Ann Gatejen
Elk Grove Unified School District
Special Projects
8820 Elk Grove Blvd.
Elk Grove, Calif. 95624 \$27,335

Sarah L. Mentor
Rowland Unified School District
1830 South Nogales St.
Rowland Hgts., Calif. 91748 \$121,420

COLORADO

Jane Larsh
Colorado Dept. of Education
Colorado Right to Read
201 East Colfax
Denver, Colo. 80203 \$90,900

Janet White
Adams County School District #14
4720 East 69th Ave.
Commerce City, Colo. 80022 \$32,923

Jane Larsh
Colorado Dept. of Education
Colorado Right to Read
201 East Colfax
Denver, Colo. 80203 \$150,845

CONNECTICUT

Connecticut State Dept. of Education
Division of Instructional Services
Box 2219
Hartford, Conn. 06115 \$71,487

Peter T. Willner
Cooperative Educational Services
P.O. Box 2087
Norwalk, Conn. 06852 \$112,519

Susan E. Epstein
New Haven Public Schools
Reading Department
21 Wooster Pl.
New Haven, Conn. 06511 \$77,675

DELAWARE

Ann Houseman
Delaware Dept. of Public Instruction
Instructional Services
John G. Townsend Bldg.
P.O. Box 1402
Dover, Del. 19901 \$85,905

Marie Shockley
Woodbridge School District
307 Laws St.
Bridgeville, Del. 19933 \$63,458

DISTRICT OF COLUMBIA

Mary Harris
State Right to Read Office
New Shaw Jr. High School
10th and Rhode Island Ave., N.W.
Washington, D.C. 20001 \$85,258

Florence Blank
District of Columbia Public Schools
Div. of Grants Administration
415 12th St., N.W.
Washington, D.C. 20004 \$55,384

Irma Asencio Hanson
Spanish Education Development Center
1840 Kalorama Rd., N.W.
Washington, D.C. 20009 \$29,772

FLORIDA

Jean Marani
State Right to Read Office
Department of Education
359 Knott Bldg.
Tallahassee, Fla. 32304 \$128,160

Katherine B. Shetler
Florida School for the Deaf and Blind
P.O. Box 1209
St. Augustine, Fla. 32084 \$135,523

GEORGIA

William Hammond
Georgia State Dept. of Education
State Office Bldg.
156 Trinity Ave., S.W.
Atlanta, Ga. 30334 \$86,850

Reading Improvement Project Directors, continued

GEORGIA (continued)

Marlene Oliver
Pike County Board of Education
P.O. Box 386
Zebulon, Ga. 30295 \$84,550

Eddie E. Melder
Baldwin County Board of Education
Federal Programs Division
400 West Hancock
Milledgeville, Ga. 31061 \$55,241

Sara S. Bowen
Dodge County Board of Education
Maine St., P.O. Box 647
Eastman, Ga. 31023 \$43,754

Cynthia Rice
Lanier County Board of Education
242 Valdosta Rd.
P.O. Box 158
Lakeland, Ga. 31635 \$19,341

Jo Griffith
Turner County Board of Education
213 North Cleveland
P.O. Box 518
Ashburn, Ga. 31714 \$44,152

HAWAII

V. Rae Hansen
State Dept. of Education
Office of Instructional Services
1270 Queen Emma St., Room 80
Honolulu, Hawaii 96813 \$75,000

Shirley Yamashita
Hawaii Dept. of Education
94-366 Pupupani St.
Waipahu, Hawaii 96797 \$147,727

IDAHO

Elisabeth Schlaefle
Idaho State Dept. of Education
Instructional Division
Len B. Jordan Bldg.
Boise, Idaho 83720 \$83,600

IDAHO

Marilyn Howard
Butte County Joint School District #111
Box 89
Arco, Idaho 83213 \$26,201

J. Reed
Glenns Ferry School District #192
Elementary School
Drawer E
Glenns Ferry, Idaho 83623 \$17,900

Floyd Merrill
Minidoka County Schools
District 331
633 Fremont St.
Rupert, Idaho 83350 \$24,825

ILLINOIS

Carolyn Farrar
Illinois Office of Education
Program Planning and Development
100 North First St.
Springfield, Ill. 62777 \$181,453

Carita Chapman
Chicago Board of Education
Government Funded Programs
228 North LaSalle
Chicago, Ill. 60601 \$123,000

Robert Bortnick
Elk Grove Township Schools
2123 South Arlington Hgts. Rd.
Arlington Hgts., Ill. 60005 \$123,181

Charlotte Hoffman
Rockford Public Schools
Dept. of New Funding
121 Stanley St.
Rockford, Ill. 61102 \$125,189

Fannie E. Reeves
School District #147
155th Pl. and Hoyne Ave.
Harvey, Ill. 60426 \$91,054

Rhea Thompson
The School House
1221 Lake-Cook Rd.
Highland Park, Ill. 60035 \$33,880

Reading Improvement Project Directors, continued

IOWA

William Riess
State Right to Read
Dept. of Public Instruction
Division of Curriculum
Grimes State Office Bldg.
Des Moines, Iowa 50319 \$86,450

Robert Wridler
Waterloo Community School District
1516 Washington St.
Waterloo, Iowa 50702 \$89,567

INDIANA

Gail Tissier
State Right to Read
State Dept. of Public Instruction
120 West Market - 10th Floor
Indianapolis, Ind. 46204 \$106,110

Ronald Hostetler
Corydon Elementary School
Route 5, Box 384
Corydon, Ind. 47112 \$40,000

Ruth Howard
Fayette County School Corp.
P.O. Box 425
Connersville, Ind. 47331 \$33,090

Gail Tissier
State Dept. of Public Instruction
Div. of Reading Effectiveness
120 West Market - 10th Floor
Indianapolis, Ind. 46204 \$122,234

KANSAS

Wesley Pelsue
Kansas State Department of Education
Educational Assistance Section
120 East 10th St.
Topeka, Kans. 66612 \$70,550

Richard Fritschen
Hutchinson Public Schools
1520 North Plum
Hutchinson, Kans. 67501 \$34,856

KENTUCKY

Deborah Johnson
State Right to Read
Capitol Plaza Tower
Frankfort, Ky. 40601 \$90,000

Leanna B. Shearer
Hardin County Board of Education
110 South Main
Elizabethtown, Ky. 42701 \$15,903

Jack F. Turner
Trigg County Board of Education
P.O. Box 31
Cadiz, Ky. 42211
Pre-elementary \$19,872
Elementary \$89,980

LOUISIANA

Lucille McDowell
State Right to Read
Office for Reading Improvement
P.O. Box 44064
Baton Rouge, La. 70804 \$90,863

Julia Hildebrand
Natchitoches Parish School Board
P.O. Box 16
Natchitoches, La. 71457 \$65,000

Martha Upshaw
Northeast Louisiana University
College of Education
Strauss Hall #255
Monroe, La. 71209 \$38,135

Gloria S. Camp
Quachita Parish School Board
Special Projects Department
100 Bry St.
Monroe, La. 71201 \$138,332

Sid Heider
Roman Catholic Church of the
Diocese of Baton Rouge
P.O. Box 2028
Baton Rouge, La. 70821 \$30,000

Polley Renshaw
St. Bernard Parish School Board
El Chalmette Circle at Lacoste
Chalmette, La. 70043 \$76,793

Reading Improvement Project Directors, continued

LOUISIANA (continued)

Bryant Goudeau
St. Landry Parish School Board
Special Projects Report
P.O. Box 310
Opelousas, La. 70570 \$101,847

Betty Cutipon
Washington Parish School Board
P.O. Box 587
Franklinton, La. 70438 \$153,448

MAINE

Mary Coombs
Maine Right to Read Office
Department of Educational Services
Augusta, Maine 04333 \$90,950

Judith Smith
Bath-West Bath School Union #47
Two Sheridan Rd.
Bath, Maine 04530 \$31,990

Carol Eddy
Portland Public Schools
Hall Elementary School
331 Veranda St.
Portland, Maine 04103 \$20,633

Dorothy Raymond
Waterville School Department
Drummond Ave.
Waterville, Maine 04901 \$33,265

MARYLAND

Ann Richardson
Department of Education
International Tower Bldg.
P.O. Box 8717, BWI Airport
Baltimore, Md. 21240 \$85,500

Dorothy B. Nave
Dorchester County Board of Education
P.O. Box 619, 700 Glasglow St.
Cambridge, Md. 21613 \$35,700

MASSACHUSETTS

Joseph Tremont
Massachusetts Right to Read
State Department of Education
Central Mass. - Regional Center
Beaman St.
West Boylston, Mass. 01583 \$90,900

MASSACHUSETTS

Judith Schickedanz
Boston Univ. School of Education
881 Commonwealth Ave.
Boston, Mass. 02215 \$78,756

James Gaffney
New Bedford School Department
Office of Federal Programs
455 County St.
New Bedford, Mass. 02740 \$86,170

MICHIGAN

Robert Trezise
Michigan Dept. of Education
Box 30008
Lansing, Mich. 48909 \$148,770

Steven R. Malmberg
Sault Ste Marie Area Public Schools
Compensatory Education Division
460 West Spruce St.
Sault Ste Marie, Mich. 49783 \$21,084

Pearl Samples
Detroit City School District
Federal, State, and Special Projects
5057 Woodward Ave.
Detroit, Mich. 48202 \$52,667

MINNESOTA

Al Greenfield
State Right to Read Office
663 Capitol Square Bldg.
550 Cedar St.
St. Paul, Minn. 55101 \$113,150

Herb Kessler
Brainerd Ind. School District #181
300 Quince St.
Brainerd, Minn. 56401 \$18,220

Arlene Chatfield
Glenwood Ind. School District #612
NE Second Ave.
Glenwood, Minn. 56334 \$16,587

Reading Improvement Project Directors, continued

MINNESOTA (continued)

Roger Googins
Minneapolis Public Schools
807 NE Broadway
Minneapolis, Minn. 54413 \$103,030

Catherine Mumm
Spring Lake Park Ind. District #16
8000 Highway #65 NE
Spring Lake Park, Minn. 55432 \$32,943

Don Droubie
Staples Ind. School District #793
3d Street and 3d Ave.
Staples, Minn. 56479 \$12,000

Harold G. MacDermot
SW and West Central Educational Cooperative
Service Unit
Marshall, Minn. 56258 \$47,584

MISSISSIPPI

Dorthey K. Moore
State Right to Read Office
P.O. Box 771
Jackson, Miss. 39205 \$86,450

Dorothy Smith
Desoto County School System
655 Holly Springs Rd.
Hernando, Miss. 38632 \$98,800

Swinton Hill
Jackson Municipal Sep. School District
662 South President
Jackson, Miss. 39205 \$64,059

MISSOURI

Grace McReynolds
State Right to Read Office
State Department of Education
P.O. Box 480
Jefferson City, Mo. 65101 \$86,450

Frank Duval
University City School District
725 Kingsland Ave.
University City, Mo. 63130 \$34,743

MONTANA

Rita Brownlee
State Right to Read Office
Montana Dept. of Public Instruction
Division of Consultative Services
State Capitol
Helena, Mont. 59601 \$86,450

NEBRASKA

Esther Arganbright
State Right to Read Office
Department of Education
P.O. Box 94987
Centennial Mall South
Lincoln, Nebr. 68509 \$76,950

Ronald Pilgrim
West Point Public Schools
P.O. Box 188
West Point, Nebr. 68788 \$55,874

NEVADA

William Arensdorf
State Right to Read Office
Nevada State Department of Education
400 West King St.
Carson City, Nev. 89710 \$64,600

Dorothy Todd
Carson City School District
P.O. Box 603
Carson City, Nev. 89701 \$31,700

NEW HAMPSHIRE

Rosemary Duggan
State Right to Read Office
64 North Main St.
Concord, N.H. 03301 \$78,250

Deborah McNeish/Charles Yeaton
Supervisory Union #18
Franklin and Winnisquam Districts
119 Central St.
Franklin, N.H. 03235 \$43,624

NEW JERSEY

June Coultis
State Right to Read Office
225 West State St.
Trenton, N.J. 03625 \$121,030

Reading Improvement Project Directors, continued

NEW JERSEY (continued)

Rose Stratton
Berlin Community School
215 South Franklin Ave.
Berlin, N.J. 08009 \$32,010

R.H. Hollenbeck/J.R. Holdcraft
Glassboro Board of Education
Bowe Blvd.
Glassboro, N.J. 08028 \$21,500

Mercedes Fitzmaurice
N.J. State Dept. of Education
225 West State St.
P.O. Box 2019
Trenton, N.J. 08625 \$109,192

NEW MEXICO

Charles Bomont
State Right to Read Office
State Department of Education
Santa Fe, N. Mex. 87503 \$59,470

JoAnn Paul
Santa Fe Public Schools
610 Alta Vista St.
Santa Fe, N. Mex. 87501 \$95,478

Glenna Qualls
Socorro Consolidated Schools
P.O. Box 1157
Socorro, N. Mex. 87801 \$107,593

NEW YORK

Jane Algozzine
New York State Education Department
Bureau of Reading Education
Washington Ave.
State Education Building-Annex 660EBA
Albany, N.Y. 12234 \$275,730

Dennis Berry
Brooklyn Kindergarten Society
25 Eighth Ave.
Brooklyn, N.Y. 11217 \$41,872

Catherine R. Nagi
Community School District #22
2525 Haring St.
Brooklyn, N.Y. 11235 \$125,507

NEW YORK (continued)

Florence Korn
Roosevelt Public Schools
10 West Pennywood Ave.
Roosevelt, N.Y. 11575 \$81,635

NORTH CAROLINA

Mary Purnell
State Right to Read Office
116 West Edenton St.
State Department of Education
Raleigh, N.C. 27611 \$83,600

Samuel Smith
Haywood County Board of Education
Montgomery St.
Waynesville, N.C. 28783 \$125,000

Lorna Livengood
Moore County Board of Education
P.O. Box 977
Carthage, N.C. 28327 \$125,000

NORTH DAKOTA

Ethel Lowry
State Right to Read Office
Division of Elementary Education
Department of Public Instruction
Bismarck, N. Dak. 58505 \$81,700

Patrick Feist
Glen Ullin Public School District #48
Glen Ullin Public Elementary School
Box H
Glen Ullin, N. Dak. 58631 \$27,556

OHIO

Margaret Trent Lloyd
State Right to Read Office
Ohio Department of Education
Room 1004
65 South Front St.
Columbus, Ohio 43115 \$168,750

Barbara Wells
Lakota Local School District
5030 Tylersville Rd.
West Chester, Ohio 45069 \$84,674

Reading Improvement Project Directors, continued

OHIO

Doris Crump
Lorain City Schools
1020 Seventh St.
Lorain, Ohio 44053 \$57,034

Alice Barthel
Madison Local School District
6741 North Ridge Rd.
Madison, Ohio 44057 \$77,435

Richard L. Phills
Sandusky County Board of Education
Federal Projects Section
Box 24
Helena, Ohio 43435 \$91,700

OKLAHOMA

Rose Steve
Oklahoma State Dept. of Education
Federal Projects Division
Oliver Hodge Memorial Education Bldg.
Room 2-28
Oklahoma City, Okla. 73105 \$86,380

Edward Whitworth
Broken Arrow Public Schools
601 South Main St.
Broken Arrow, Okla. 74012 \$21,250

Harvey Black
Elk City Schools
22 West Broadway
Elk City, Okla. 73644 \$145,640

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225 South 13th, Box #370
Frederick, Okla. 73542 \$86,262

OREGON

Ninette Florence
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942 Lancaster Drive, N.E.
Salem, Oreg. 97310 \$90,900

R.F. Singler
Douglas County School Dist. #4
Office of Special Programs
1419 Northwest Valley View Dr.
Roseburg, Oreg. 97470 \$71,114

OREGON

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Rogue River School District #35
Rogue River Middle Elementary School
P.O. Box A
Rogue River, Oreg. 97537 \$29,704

Alta Hunter
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Education District
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McMinnville, Oreg. 97128 \$76,074

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Philadelphia, Pa. 19103 \$130,790

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Office of Federal Programs
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Philadelphia, Pa. 19103 \$25,000

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Reading Improvement Project Directors, continued

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Lancaster, S.C. \$84,756

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P.O. Box 507
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SOUTH DAKOTA

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Div. of Elementary and Secondary Education
State Office Bldg., Room #3
Pierre, S. Dak. 57501 \$86,450

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Huntingdon, Tenn. 38344 \$31,961

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Clairborne County Schools
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Tazwell, Tenn. 32879 \$28,485

TEXAS

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P.O. Box 1300
Richardson, Tex. 75080 \$53,954

Don Roy Hafner
Education Service Center
Region XIII
Instructional Services
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Austin, Tex. 78752 \$84,797

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Union, Derby Elementary School
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Moorefield, W. Va. 26836 \$15,252

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Hato Rey, P.R. 00919 \$84,450

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\$85,500

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\$17,076

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Appendix C

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State Right to Read Contact Persons, continued

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Appendix D

CURRENTLY AVAILABLE RIGHT TO READ MATERIALS

From the Government Printing Office

When ordering, give title, number of copies desired, and stock numbers if indicated; enclose payment and mail to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Projections for Reading: Preschool Through Adulthood - A collection of position papers designed to instruct and enlighten professionals interested in upgrading reading skills.

\$3.00 GPO Stock #017-080-01797-1.

Organizing and Managing A Literacy Program: A Handbook - A resource for those concerned with effective organization and management of adult literacy programs.

\$3.50 GPO Stock #017-080-02056-4.

From Other Sources

CEMREL, Inc., Briefing Reports - A series of reports developed cooperatively with CEMREL, Inc., under contract, covering many aspects of the Right to Read Effort. Inquiries to be directed to:

Reporting on Reading
CEMREL, Inc.
An Educational Laboratory
3120 59th Street
St. Louis, Mo. 63139

Effective Reading Programs - Selected from among 1,520 U.S. programs on the basis of certain screening criteria, but do not have official endorsement. (Available from National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801).

National Assessment of Educational Progress (NAEP) Mini-Assessment of 17 year olds. Press release from the Educational Commission of the States, Denver, Colorado, 1975. This release reports the findings.

on the functional reading levels of 17-year-old inschool youth.

Available from:

National Assessment Educational Programs
700 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

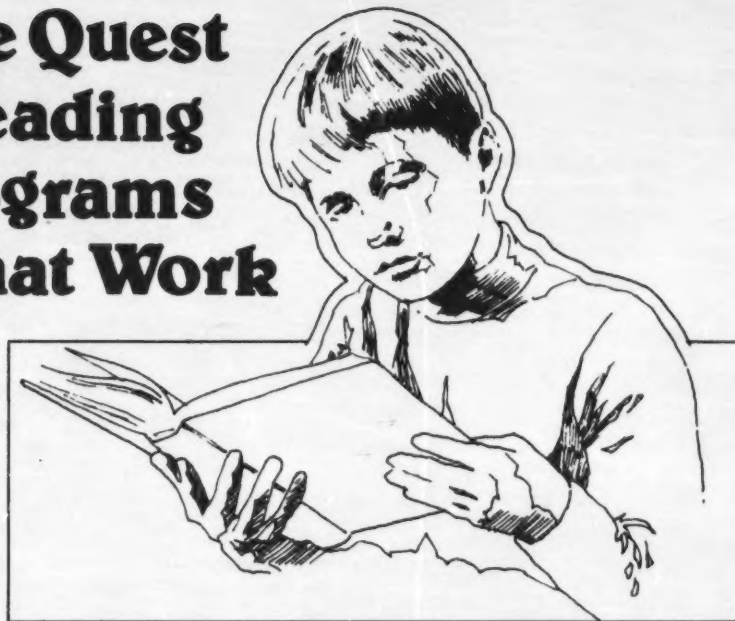
Recipes for Reading and Recetas Para Leer (Spanish edition). A reading guide for parents, developed through Right to Read for the Urban Coalition. (Available only from National Urban Coalition, 1201 Connecticut Ave., N.W., Washington, D.C. 20036, at a cost of \$1.20. Reduced in quantities of 100 or more).

"Increasing Readership" Theme. A conference report of the New York State Department of Education, 1979-80. Two hundred educators and publishers convene to make an alliance to develop a common approach to the problem of literacy. Inquiries should be made to:

New York State Department of Education
Bureau of Reading Education
Albany, N.Y. 12234

Any available Right to Read materials may be obtained from your State Right to Read Directors. See list of State Right to Read Contact Persons for your State (Appendix C).

The Quest for Reading Programs That Work



Shirley A. Jackson

Successful and widely adopted reading programs have similar characteristics which apparently contribute to their effectiveness.

What makes a reading program effective? The answer is becoming clearer as we seek to identify and provide information about successful practices.

A number of proven programs are listed in a catalogue published by the United States Office of Education called *Educational Programs That Work*.¹ Each of them must have been certified by a 22-member panel (half appointed by the Education Division of the Department of Health, Education and Welfare; half appointed by the National Institute of Education) as having met six criteria:

1. Did a change occur?
2. Was the effect consistent enough and observed enough to be statistically significant?
3. Was the effect educationally significant?
4. Can the intervention be implemented in

another location with a reasonable expectation of comparable impact?

5. How likely is it that the observed effects resulted from the intervention?

6. Is the presented evidence believable and interpretable?²

In addition to being listed in *Educational Programs That Work*, programs approved by the joint review panel qualify for dissemination funds. These funds are available on a competitive basis

¹ *Educational Programs That Work*, Volume 4. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Winter 1977.

² These criteria are explained in more detail in a publication called *Ideabook*. See: Kasten G. Tallmadge. *Ideabook*. Washington, D.C.: U.S. Department of Health, Education and Welfare, October 1977.

to developers of programs who are willing to help another school system "adopt" and install their program. The objective is to transplant successful programs. Dissemination funds are also competitively available to persons who work as state facilitators, helping others become aware of the successful programs, and also assisting them in adopting these programs.

When developers of a program are successful in their request for certification by the joint review panel and in their competition for dissemination funds, they then face another kind of test: will other educators consider the program appropriate for use in their schools?

Among the programs that scored well on that test—those that have been most widely adopted and successfully implemented—are:

1. *Project Catch-up*, Newport Beach, California (139 adoptions; 32 states and two territories).
2. *Pegasus-Pace*, Tuscaloosa, Alabama (80 adoptions; 9 states).
3. *Reading, English Rotation Project*, Thomson, Georgia (60 adoptions; 11 states).
4. *New Adventures in Learning*, Tallahassee, Florida (59 adoptions; 6 states).
5. *School Volunteer Development Project*, Miami, Florida (53 adoptions; 14 states and Guam).
6. *Hosts Corporation*, Vancouver, Washington (50 adoptions; 10 states).
7. *Learning to Read by Reading*, Jamestown, California (42 adoptions; 10 states).
8. *Glassboro Right to Read*, Glassboro, New Jersey (31 adoptions; 4 states).
9. *Systems Directed Reading*, Richardson, Texas (23 adoptions; 23 states).
10. *Alphaphonics*, San Francisco, California (15 adoptions; 15 states).

When one analyzes these programs, certain characteristics appear repeatedly. These characteristics, which apparently are associated with effectiveness in reading instruction, are:

1. There is a structured curriculum with hierarchical sequencing stated in behavioral objectives with instructional activities, materials, and tests keyed to stated objectives.
2. The program is individualized to accom-

modate specific skills needs and varied learning patterns with a heavy focus on direct teaching of decoding skills.

3. Trained auxiliary support staff is used such as reading specialists, teacher aides, and parent volunteers. Structured, well-planned coordination exists between support staff and the regular teacher.

4. Grouping of students is accomplished through multiple methods.

5. There exists the belief that students can achieve, and the school environment is the responsible entity for assuring student achievement. Varied strategies are utilized to involve parents.

6. There are varied reinforcement and frequent repetition strategies.

7. There is positive and immediate reinforcement of instruction.

"... one thing seems certain. A successful reading program is not a static one, but one in a continuous state of change, growth, development, and refinement."

8. There is a cumulative, consistent, varied testing program.

9. There is structured and frequent monitoring of student progress.

10. There is a well-defined program articulation and pupil progress system.

11. Reading is interrelated with other basic skills.

12. A literature/reading enjoyment component is a part of the program.

13. Varied approaches to teaching reading are utilized with emphasis on diagnostic teaching.

14. At least 30 to 45 minutes a day is spent on teaching reading.

15. Staff development is directly related to instructional program planning, implementation, and evaluation.

It may appear from what I have said that comparing effectiveness of reading programs is a fairly clear-cut process. Of course, it is really not

Figure 1: Sample Information from *Educational Projects That Work*—Project: The Glassboro Right-to-Read Project

● Description

The Glassboro Right-to-Read Project is an individualized diagnostic/prescriptive reading program based on a district assessment of staff and community needs. The performance goal is to raise the reading level of pupils 1.5 years in an eight-month instructional period. Children are placed at their instructional reading level and given individualized teaching at that level. The project uses various forms of classroom organization to allow for flexibility and individualization.

● Materials used

The diagnostic battery includes criterion-referenced testing, a measure of potential, an informal reading inventory, a readiness measure, and a kindergarten screening. A variety of instructional materials are used. The project provides *A Guide to Program Planning*, *A Guide to Program Implementation*, and *Guess Who's Coming to School?*—a guide to parent and community involvement.

● Service available

Awareness materials are available; visitors are welcomed by appointment (schedule published in the fall); training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be paid for); project staff may be able to attend out-of-state conferences (expenses must be paid).

● Descriptors

Diagnostic/Prescriptive Reading
Parent-Community Involvement
Staff Development
Needs Assessment

● Target audience

All students, pre-K through 3.

● Financial requirement

Start-up costs: \$21.73 per learner per year if a reading specialist is hired; \$5.73 per learner per year if a reading specialist is already under contract.

Maintenance: Reading specialist salary and/or substitute pay for release time unless otherwise provided.

● Program evaluation

First year of program implementation—2.14 years growth in an eight-month instructional period.

Second year of program implementation—1.52 years growth in an eight-month instructional period.

● Contact Dorothy E. Wriggins, Carpenter St. and Bowe Blvd., Glassboro, NJ 08028. USOE JDRP Approval: 9/18/74, JDRP Number: 74-93.

that simple. As we search for the most appropriate ways to determine how well particular programs are working, many problems and issues arise. I will mention only five.

1. Is a reading program automatically successful when almost all of its pupils are reading at or above grade level no matter what the preconditions are? Since by definition everybody cannot read at grade level, what is an acceptable measure of a program's "success?"

2. Is a reading program that is successful today necessarily considered successful in perpetuity? When is it no longer successful, and who declares it so?

3. Can a successful reading program actually be transplanted, intact, to an entirely different setting, situation, and population? How?

4. What is the relationship between socioeconomic status and growth potential? Should this relate to the criteria established for successful programs? Why or why not?

5. Is it important to emphasize program elements in the affective domain since one is unlikely to get a cognitive read-out on a "better adjusted" child? How does one definitively measure an improved self-concept? Is the focus on the affective domain a valid concern in structuring a successful reading program though most measures in these areas are imprecise and also will not translate into cognitive gains?

There may be many unanswered questions regarding how to structure successful reading programs. However, one thing seems certain. A successful reading program is not a static one, but one in a continuous state of change, growth, development, and refinement. Maybe, in light of this, there are no successful reading programs, only programs in a continuous quest for success. [27]

Appendix F

A.- Title VII Legislation

PUBLIC LAW 93-380
TITLE VII--NATIONAL READING IMPROVEMENT PROGRAM
As amended by Public Law 94-194

STATEMENT OF PURPOSE

SEC. 701. It is the purpose of this title--

- (1) to provide financial assistance to encourage State and local educational agencies to undertake projects to strengthen reading instruction programs in elementary grades;
- (2) to provide financial assistance for the development and enhancement of necessary skills of instructional and other educational staff for reading programs;
- (3) to develop a means by which measurable objectives for reading programs can be established and progress toward such objectives assessed;
- (4) to develop the capacity of preelementary school children for reading, and to establish and improve preelementary school programs in language arts and reading; and
- (5) to provide financial assistance to promote literacy among youth and adults.

PART A--READING IMPROVEMENT PROJECTS

PROJECTS AUTHORIZED

SEC. 705. (a) (1) The Commissioner is authorized to enter into agreements with either State educational agencies or local educational agencies, or both, for the carrying out by such agencies, in schools having large numbers or a high percentage of children with reading deficiencies, of projects involving the use of innovative methods, systems, materials, or programs which show promise of overcoming such reading deficiencies.

(2) The Commissioner is further authorized to enter into agreements with State educational agencies, local educational agencies, or with nonprofit educational or child care institutions for the carrying out by such agencies and institutions, in areas where such schools are located, of such projects for preelementary school children. Such projects are to be instituted in kindergartens, nursery schools, or other preschool institutions.

(3) (A) Notwithstanding the requirements of paragraphs (b) through (g) of this section, the Commissioner is authorized to enter into agreements pursuant to this paragraph during the fiscal year 1976 and the period beginning July 1, 1976, through September 30, 1976, with State educational agencies for the carrying out by such agencies of leadership and training activities designed to prepare personnel throughout the State to conduct projects which have been demonstrated in that State or in other States to be effective in overcoming reading deficiencies. These activities shall be limited to

(i) assessments of need, including personnel needs, relating to reading problems in the State,

(ii) inservice training for local reading program administrators and instructional personnel, and

(iii) provision of technical assistance and dissemination of information to local educational agencies and other appropriate nonprofit agencies.

(B) Not to exceed \$5,300,000 of any sums appropriated pursuant to subsection (a) of section 732 for the fiscal year 1976, and for the period from July 1, 1976, through September 30, 1976, may be used for carrying out this paragraph.

* The amendment made by paragraph (1) of this subsection shall take effect on October 1, 1976.

** Section 705 (a) (3) of the Education Amendments of 1976 as added by subsection (a) of this section is repealed effective September 30, 1976.

* Ref. Sec. 732 (e), authorization of funds for state leadership and training projects for fiscal years 1976 and 1978.

** \$5,300,000 "set aside" for fiscal year 1976 is only for the current fiscal year. Appropriations will be necessary for succeeding years.

(b) No agreement may be entered into under this part, unless upon an application made to the Commissioner at such time, in such manner, and including or accompanied by such information as he may reasonably require. (Each such application shall set forth a reading program which provides for--)
Each such application shall set forth a reading program which provides for the following (except that the requirements contained in paragraphs (4) and (13) shall be met to the extent practicable)--

- (1) Diagnostic testing designed to identify preelementary and elementary school children with reading deficiencies, including the identification of conditions which, without appropriate other treatment, can be expected to impede or prevent children from learning to read;
- (2) planning for and establishing comprehensive reading programs;
- (3) reading instruction for elementary school pupils whose reading achievement is less than that which would normally be expected for pupils of comparable ages and in comparable grades of school;
- (4) preservice training programs for teaching personnel including teacher-aides and other ancillary educational personnel, and in-service training and development programs, where feasible, designed to enable such personnel to improve their ability to teach students to read;
- (5) participation of the school faculty, school board members, administration, parents, and students in reading-related activities which stimulate an interest in reading and are conducive to the improvement of reading skills;
- (6) parent participation in development and implementation of the program for which assistance is sought;
- (7) local educational agency school board participation in the development of programs;

- (8) periodic testing in programs for elementary school children on a sufficiently frequent basis to measure accurately reading achievement, and for programs for preelementary school children a test of reading proficiency at the conclusion, minimally, of the first-grade program into which the nursery and kindergarten programs are integrated;
- (9) publication of test results on reading achievement by grade level, and where appropriate, by school, without identification of achievement of individual children;
- (10) availability of test results on reading achievement on an individual basis to parents or guardians of any child being so tested;
- (11) participation on an equitable basis by children enrolled in nonprofit private elementary schools in the area to be served (after consultation with the appropriate private school officials) to an extent consistent with the number of such children whose educational needs are of the kind the program is intended to meet;
- (12) the use of bilingual education methods and techniques to the extent consistent with the number of elementary school-age children in the area served by a reading program who are of limited English-speaking ability;
- (13) appropriate involvement of leaders of the cultural and educational resources of the area to be served, including institutions of higher education, nonprofit private schools, public and private nonprofit agencies such as libraries, museums, educational radio and television, and other cultural and education resources of the community; and
- (14) assessment, evaluation, and collection of information on individual children by teachers during each year of the preelementary program, to be made available for teachers in the subsequent year, in order that continuity for the individual child not be lost;

- (c) Each such applicant, (in addition to meeting the requirements of subsection (b)) *in addition to meeting the requirements of subsection (b), except for paragraphs (4) and (13) thereof,* shall provide assurances that--
- (1) appropriate measures have been taken by the agency to analyze the reasons why elementary school children are not reading at the appropriate grade level;
 - (2) the agency will develop a plan setting forth specific objectives which shall include the goals of having the children in project schools reading at the appropriate grade level at the end of grade three; and
 - (3) whenever appropriate, sufficient measures will be taken to coordinate each preelementary reading program with the reading program of the educational agencies or institutions at which such preelementary school children will be next in attendance.
- (d) No grant may be made under this part unless the application for such grant provides assurances that the provisions of this subsection are met. Each State educational agency shall--
- (1) establish an advisory council on reading appointed by such agency which shall be broadly representative of the education resources of the State and of the general public, including persons representative of--
 - (A) public and private nonprofit elementary and secondary schools,
 - (B) institutions of higher education,
 - (C) parents of elementary and secondary school children, and
 - (D) areas of professional competence relating to instruction in reading, and
 - (2) authorize the advisory council established under clause (1) to receive and designate priorities among applications for grants under this section in that State, if--

- (i) that State educational agency desires to receive a grant under this part, or
 - (ii) any local educational agency of that State desires to receive a grant under this part, and notifies the State educational agency concerned, or
 - (iii) in the case of a preelementary school program any nonprofit educational agency or child care institution in that State desires to receive a grant under this part, and notifies the State educational agency concerned.
- (e) (No agreement may be entered into under this part unless the application submitted to the Commissioner--
 - (1) has first been approved by the State educational agency, and
 - (2) is accompanied by assurances that such agency will supervise compliance by the local educational agency with the requirements set forth in subsection (b) of this section.)

No agreement may be entered into under this part unless the application submitted to the Commissioner has first been approved by the State educational agency.

- (f) The Commissioner may approve any application submitted under this part which meets the requirements of subsections (b), (c), (d), and (e). In approving such applications, the Commissioner may not use any panel (other than employees of the Office of Education) for the purpose of such approval.
- (g) In approving applications under this part the Commissioner shall, to the maximum extent feasible, assure an equitable distribution of funds throughout the United States and among urban and rural areas. Not more than 12½ percent of the funds expended under this part in any fiscal year may be expended in any State in that year.

- (h) *From the sums appropriated for the purposes of this part for any fiscal year, the Commissioner may pay to each State educational agency, in addition to any amounts paid to such agency pursuant to subsection (a) of this section, the amount necessary to meet the costs of carrying out its responsibilities under this section, including the costs of the advisory council required to be established pursuant to subsection (d). However, such amount may not exceed 1 per centum of the total amount of grants under this part made within the State for that fiscal year.*

PART B--STATE READING IMPROVEMENT PROGRAMS

STATEMENT OF PURPOSE

SEC. 711. It is the purpose of this part to provide financial assistance to the States to enable them--

- (1) to provide financial assistance for projects designed to facilitate reaching the objectives of this title;
- (2) to develop comprehensive programs to improve reading proficiency and instruction in reading in the elementary schools of the State;
- (3) to provide State leadership in the planning, improving, execution, and evaluation of reading programs in elementary schools; and
- (4) to arrange for and assist in the training of special reading personnel and specialists needed in programs assisted under this title.

APPLICABILITY AND EFFECTIVE DATE

SEC. 712. (a) the provisions of this part shall become effective only in any fiscal year in which appropriations made pursuant to section 732 (a) exceed \$30,000,000 and then only with respect to the amount of such excess.

- (b) The provisions of this part shall be effective on and after the beginning of fiscal year 1976.

ALLOTMENTS TO STATES

SEC. 713. (a) (1) From the sums appropriated pursuant to section 732(a) for each fiscal year which are available for carrying out this part, the Commissioner shall reserve such amount, but not in excess of 1 per centum of such sums, as he may determine, and shall apportion such amount to Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this title. Of the remainder of such sums, he shall allot an amount to each State which bears the same ratio to the amount available for allotment as the number of school age children (aged 5 to 12) in each such State bears to the total number of such children in all the States, as determined by the Commissioner on the basis of the most recent satisfactory data available to him. The allotment of a State which would be less than \$50,000 under the preceding sentence shall be increased to \$50,000, and the increases thereby required shall be derived by proportionately reducing the allotments to the remaining States under the preceding sentence, but with such adjustments as may be necessary to prevent the allotments to any such remaining States from being reduced to less than \$50,000.

(2) For the purpose of this section the term "State" includes the District of Columbia and the Commonwealth of Puerto Rico.

(b) The amount allotted to any State under subsection (a) for any fiscal year which the Commissioner determines will not be required for that year shall be available for reallocation from time to time, on such dates during that year as the Commissioner may fix, to other States in proportion to the amounts originally allotted among those States under subsection (a) for that year, but with the proportionate amount for any of the other States being reduced to the extent it exceeds the sum the Commissioner estimates the local educational agencies of such State need and will be able to use for that year; and the total of these reductions shall be similarly reallocated among the States whose proportionate amounts were not so reduced. Any amount reallocated to a State under this subsection from funds appropriated pursuant to section 732 for any fiscal year shall be deemed part of the amount allotted to it under subsection (a) for that year.

AGREEMENTS WITH STATE EDUCATIONAL AGENCIES

SEC. 714. (a) Any State which desires to receive grants under this part shall, through its State educational agency, enter into an agreement with the Commissioner, in such detail as the Commissioner deems necessary, which--

- (1) designates the State educational agency as the sole agency for administration of the agreement;
- (2) provides for the establishment of a State advisory council on reading, appointed by the State educational agency, which shall be broadly representative of the educational resources of the State and of the general public, including persons representative of--
 - (A) public and private nonprofit elementary school children, and
 - (B) institutions of higher education,
 - (C) parents of elementary school children, and
 - (D) areas of professional competence relating to instruction in reading,

to advise the State educational agency on the formulation of a standard of excellence for reading programs in the elementary schools and on the preparation of, and policy matters arising in the administration of, the agreement (including the criteria for approval of applications for assistance under such agreement) and in the evaluation of results of the program carried out pursuant to the agreement;

- (3) describes the reading programs in elementary schools for which assistance is sought under this part and procedures for giving priority to reading programs which are already receiving Federal financial assistance and show reasonable promise of achieving success;
- (4) sets forth procedures for the submission of applications by local educational agencies within that State, including procedures for an adequate description of the reading programs for which assistance is sought under this part;

- (5) sets forth criteria for achieving an equitable distribution of that part of the assistance under this part which is made available to local educational agencies pursuant to the second sentence of subsection (b) of this section, which criteria shall--
 - (A) take into account the size of the population to be served, beginning with preschool, the relative needs of pupils in different population groups within the State for the program authorized by this title, and the financial ability of the local educational agency serving such pupils,
 - (B) assure that such distribution shall include grants to local educational agencies having high concentrations of children with low reading proficiency, and
 - (C) assure an equitable distribution of funds among urban and rural areas;
- (6) sets forth criteria for the selection or designation and training of personnel (such as reading specialists and administrators of reading programs) engaged in programs assisted under this part, including training for private elementary school personnel, which shall include qualifications acceptable for such personnel;
- (7) provides for the coordination and evaluation of programs assisted under this part;
- (8) provides for technical assistance and support services for local educational agencies participating in the program;
- (9) makes provision for the dissemination to the educational community and the general public of information about the objectives of the program and results achieved in the course of its implementation;

- (10) provides for making an annual report and such other reports, in such form and containing such information, as the Commissioner may reasonably require to evaluate the effectiveness of the program and to carry out his other functions under this title;
 - (11) provides that not more than 5 per centum of the amount allotted to the State under section 713 for any fiscal year may be retained by the State educational agency for purposes of administering the agreement; and
 - (12) provides that programs assisted under this part shall be of sufficient size, scope, and quality so as to give reasonable promise of substantial progress toward achieving the purposes of this title.
- (b) Grants for projects to carry out the purposes of this part may be made to local educational agencies (subject to the provision of subsection (e) relating to the participation of private elementary and secondary school pupils), institutions of higher education, and other public and nonprofit private agencies and institutions. Not less than 60 per centum of the amount allotted to a State under section 713 for any fiscal year shall be made available by the State for grants to local educational agencies within that State.
 - (c) The Commissioner shall enter into an agreement which complies with the provisions of subsection (a) with any State which desires to enter into such an agreement.
 - (d) The Commissioner's final action with respect to entering into an agreement under subsection (a) shall be subject to the provisions of section 207 of the Elementary and Secondary Education Act of 1965, relating to judicial review.
 - (e) The provisions of section 141A of the Elementary and Secondary Education Act of 1965 relating to the participation children enrolled in private elementary and secondary schools shall apply to programs assisted under this part.
 - (f) *The functions of the State advisory council on reading, required to be established by subsection (a) (2) of this section, may be carried out by the State advisory council created pursuant to section 705 (d) (1).*

PART C--OTHER READING IMPROVEMENT PROGRAMS

SPECIAL EMPHASIS PROJECTS

SEC. 721. (a) The Commissioner is authorized to contract with local educational agencies for special emphasis projects to determine the effectiveness of intensive instruction by reading specialists and reading teachers. Each such project should provide for--

- (1) the teaching of reading by a reading specialist for all children in the first and second grades of an elementary school and the teaching of reading by a reading specialist for elementary school children in grades three through six who have reading problems; and
- (2) an intensive vacation reading program for elementary school children who are found to be reading below the appropriate grade level or who are experiencing problems in learning to read.

(b) No contract may be entered into under this section unless upon an application made to the Commissioner at such time, in such manner, and including or accompanied by such information as he may reasonably require. Each such application shall provide assurances that--

- (1) the provisions of section 705 (b) and (c) are met; and
- (2) the State educational agency has certified that individuals employed as reading specialists and reading teachers meet the requirements of subsections (e) and (f).

(c) No contract may be entered into under this section unless the project has been approved by the State educational agency.

(d) The Commissioner is authorized to enter into at least one arrangement with a local educational agency for a districtwide project conducted in all schools of such agencies. In selecting the districtwide project, the Commissioner shall give priority to an application from a local educational agency if the Commissioner finds that--

- (1) the local educational agency will give credit for any course to be developed for reading teachers or reading specialists under section 722 and will encourage participation by the teachers of such agency in the training;
 - (2) the local public educational television station will present or distribute, in the event supplementary non-commercial telecommunication is utilized, any course to be developed under section 722 at an hour convenient for the viewing by elementary school teachers, and, if possible, at a time convenient for such teachers to take the course, as a group, at the elementary school where they teach, and
 - (3) the local educational agency will make arrangements with the appropriate officials of institutions of higher education to obtain academic credit for the completion of such a course.
- (e) In any project assisted under this section a reading teacher may be used in lieu of a reading specialist, if the Commissioner finds that the local educational agency participating in a reading emphasis project is unable to secure individuals who meet the requirements of a reading specialist and if such reading teacher is enrolled or will enroll in a program to become a reading specialist. A regular elementary teacher may be used in lieu of a reading teacher if the Commissioner finds that the local educational agency participating in a reading emphasis project is unable to secure individuals who meet the requirements of the reading teacher, and if such regular elementary teacher is enrolled or will enroll in a program to become a reading teacher.
- (f) For the purpose of this section and section 722 the term--
- (1) "reading specialist" means an individual who has a master's degree, with a major or specialty in reading, from an accredited institution of higher education and has successfully completed three years of teaching experience, which includes reading instruction, and

- (2) "reading teacher" means an individual, with a bachelor's degree, who has successfully completed a minimum of twelve credit hours, or its equivalent, in courses of the teaching of reading at an accredited institution of higher education, and has successfully completed two years of teaching experience, which includes reading instruction.

READING TRAINING ON PUBLIC TELEVISION

- SEC. 722. (a) The Commissioner is authorized, through grants or contracts, to enter into contractual arrangements with institutions of higher education, public or private agencies or organizations, and individuals for---
- (1) the preparation, production, evaluation, and distribution for use on public educational television stations of courses for elementary school teachers who are or intend to become reading teachers or reading specialists; and
- (2) the preparation and distribution of informational and study course material to be used in conjunction with any such course.
- (b) In carrying out the provisions of this section the Commissioner shall consult with recognized authorities in the field of reading, specialists in the use of the communications media for educational purposes, and with the State and local educational agencies participating in projects under this title.

READING ACADEMIES

- SEC. 723. (a) The Commissioner is authorized to make grants to and to enter into contracts with State and local educational agencies, institutions of higher education, community organizations and other nonprofit organizations, having the capacity to furnish reading assistance and instruction to *in-school as well as out-of-school* youths and adults who do not otherwise receive such assistance and instruction.
- (b) Grants made and contracts entered into under this section shall contain provisions to assure that such reading assistance and instruction will be provided in appropriate facilities to be known as "reading academies".

STATE LEADERSHIP AND TRAINING PROJECTS

SEC. 724. *The Commissioner is authorized to enter into agreements pursuant to this section with State educational agencies for the carrying out by such agencies of leadership and training activities designed to prepare personnel throughout the State to conduct projects which have been demonstrated in that State or other States to be effective in overcoming reading deficiencies. The activities authorized by this section shall be limited to--*

- (1) *assessments of need, including personnel needs, relating to reading problems in the State,*
- (2) *inservice training for local reading program administrators and instructional personnel, and*
- (3) *provision of technical assistance and dissemination of information to local educational agencies and other appropriate nonprofit agencies.*

NATIONAL IMPACT READING PROGRAMS

SEC. 725. *((a)) The Commissioner is authorized to carry out, either directly or through grants or contracts,*

- (1) *innovation and development projects and activities of national significance which show promise of having a substantial impact in overcoming reading deficiencies in children, youths, and adults through incorporation into ongoing State and local educational systems throughout the Nation, and*

- (2) *dissemination of information related to such programs.*

((b)) Not to exceed \$600,000 of any sums appropriated pursuant to subsection (a) of section 732 for the fiscal year 1976, and for the period from July 1, 1976, through September 30, 1976, may be used for carrying out this section.)

**In the above section (Sec. 725), the amendment striking out "(a)" after the section designation and striking out subsection (b) of such section shall take effect on September 30, 1976.*

**Ref. Sec. 732 (f), authorization of funds for National Impact Reading Programs for fiscal years 1977 and 1978.*

INEXPENSIVE BOOK DISTRIBUTION PROGRAM FOR READING MOTIVATION

SEC. 726. (a) The Commissioner is authorized

- (1) to enter into a contract with a private nonprofit group or public agency (hereinafter in this section referred to as the 'contractor'), which has as its primary purpose the motivation of children to learn to read, to support and promote the establishment of reading motivational programs which include the distribution of inexpensive books to students and
- (2) to pay the Federal share of the cost of such programs.

(b) This contract shall provide that--

- (1) the contractor will enter into subcontracts with local private nonprofit groups or organizations or with public agencies (hereinafter referred to as 'subcontractors') under which the subcontractors will agree to establish, operate, and provide the non-Federal share of the cost of reading motivational programs which include the distribution of books by gift, loan, or sale at a nominal price to children in preelementary, elementary, or secondary schools;
- (2) funds made available by the Commissioner to a contractor pursuant to any contract entered into under this section will be used to pay the Federal share of the cost of establishing and operating reading motivational programs as provided in paragraph (1);
- (3) the contractor will meet such other conditions and standards as the Commissioner determines to be necessary to assure the effectiveness of the programs authorized by this section and will provide technical assistance in furtherance of the purposes of this section.

(c) The Commissioner shall make no payment of the Federal share of the cost of acquiring and distributing books pursuant to a contract authorized by this section unless he determines that the contractor or the subcontractor, as the case may be, has made arrangements with book publishers or distributors to obtain books at discounts at least as favorable as discounts that are customarily given by such publisher or distributor for book purchases made under similar circumstances in the absence of Federal assistance.

(d) For purposes of this section--

- (1) the term 'nonprofit', when used in connection with any organization, means an organization no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual;
- (2) the term 'Federal share' means, with respect to the cost of books purchased by a local private nonprofit group, organization, or public agency for a program in a locality for distributing such books to school-children in that locality, 50 per centum of the cost of that agency or group or organization for such books for such programs;
- (3) the term 'preelementary school' means a day or residential school which provides pre-elementary education, as determined under State law, except that such term does not include education for children who have not attained three years of age;
- (4) the term 'elementary school' has the same meaning as provided in section 801 (c) of the Elementary and Secondary Education Act of 1965; and
- (5) the term 'secondary school' has the same meaning as provided in section 801 (h) of the Elementary and Secondary Education Act of 1965.

PART D--GENERAL PROVISIONS

EVALUATION

SEC. 731. (a) The Commissioner shall submit an evaluation report to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House of Representatives not later than (March 31) February 1, in each fiscal year ending prior to fiscal year 1979. Each such report shall--

- (1) contain a statement of specific and detailed objectives for the program assisted under the provisions of this title;

- (2) include a statement of the effectiveness of the program in meeting the stated objectives, measured through the end of the preceding fiscal year;
 - (3) make recommendations with respect to any changes or additional legislation deemed necessary or desirable in carrying out the program;
 - (4) contain a list identifying the principal analyses and studies supporting the major conclusions and recommendations contained in the report; and
 - (5) contain an annual evaluation plan for the program through the ensuing fiscal year for which the budget was transmitted to Congress by the President, in accordance with section 201 (a) of the Budget and Accounting Act, 1921.
- (b) From the sums appropriated pursuant to section 732 for any fiscal year, the Commissioner may reserve such amount, not in excess of 1 per centum of such sums, as he deems necessary for evaluation, by the Commissioner or by public or private nonprofit agencies, of programs assisted under this title.

AUTHORIZATION OF APPROPRIATIONS

- SEC. 732. (a) There are authorized to be appropriated to carry out the provisions of parts A and B of this title \$30,000,000 for the fiscal year ending June 30, 1975, \$82,000,000 for the fiscal year ending June 30, 1976, \$88,000,000 for the fiscal year ending June 30, 1977, and \$93,000,000 for the fiscal year ending June 30, 1978.
- (b) There are authorized to be appropriated to carry out the provisions of section 721, relating to special emphasis projects, \$15,000,000 for the fiscal year ending June 30, 1975, \$20,000,000 for the fiscal year ending June 30, 1976, and \$25,000,000 for each of the fiscal years ending June 30, 1977 and 1978.

- (c) There are authorized to be appropriated for the purpose of carrying out section 722, relating to reading training on public television, \$3,000,000 for the fiscal year ending June 30, 1975. Sums appropriated pursuant to this subsection shall remain available for obligation and expenditure through the succeeding fiscal year.
- (d) There are authorized to be appropriated to carry out the provisions of section 723, relating to reading academies, \$5,000,000 for the fiscal year ending June 30, 1975, \$75,500,000 for the fiscal year ending June 30, 1976, and \$10,000,000 for each of the fiscal years ending June 30, 1977 and 1978.
- (e) There are authorized to be appropriated to carry out the provisions of section 724, relating to State leadership and training projects, \$6,400,000 each for the fiscal year ending September 30, 1977, and for the succeeding fiscal year.
- (f) There are authorized to be appropriated to carry out the provisions of section 725, relating to national impact reading programs, \$800,000 each for the fiscal year ending September 30, 1977, and for the succeeding fiscal year.
- (g) There are authorized to be appropriated to carry out the provisions of section 726, relating to inexpensive book distribution programs for reading motivation, \$4,000,000 for the fiscal year ending June 30, 1976, and \$9,000,000 for each of the following two fiscal years. Under such conditions as the Commissioner determines to be appropriate, not to exceed 10 per centum of the amounts appropriated for each fiscal year shall be available for a contract from the Commissioner to the contractor designated under section 726 for technical assistance under subsection (b) (3) of section 726 to carry out the provisions of such section.

ACCEPTANCE OF GIFTS

SEC. 733. Notwithstanding the provisions of section 408 (a) (3) of the General Education Provisions Act, the Commissioner may accept on behalf of the United States, gifts or

donations made with or without conditions of services, money or property (real, personal, or mixed; tangible or intangible) made for any activities authorized to be carried out by such agency under the authority of this title.

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